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ABSTRACT

While adhering to state standards for the core curriculum required for graduation, magnet schools offer innovative, specialized instructional approaches to attract students of all socioeconomic, ethnic, and racial backgrounds. While the magnet programs vary in design, scope, and outcome, they share important objectives: (1) to promote educational excellence; (2) to promote equality of educational opportunity; and (3) to promote student and parental choices. Magnet schools have gained importance in efforts aimed at preventing, eliminating, or reducing racial isolation in elementary and secondary schools. This paper provides brief descriptions of magnet school programs for elementary, intermediate, and high schools, and lists accomplishments of magnet programs in education and in the community. The Department of Education funded two studies to measure the effectiveness of the programs. Both studies had positive results in that the magnet programs promoted both district and school desegregation. A brief discussion of financial support for magnet schools is followed by a list of magnet curricular themes and learning environments supported under the magnet schools assistance program. A list of U.S. Department of Education Office for Civil Rights regional civil rights offices is attached. (LAP)

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MAGNET SCHOOLS:

PROMOTING EQUAL OPPORTUNITY & QUALITY EDUCATION

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MAGNET SCHOOLS: PROMOTING EQUAL OPPORTUNITY AND QUALITY EDUCATION

OCTOBER 1989

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WASHINGTON, D.C. 20202

INTRODUCTION

Magnet schools are commanding increased interest and attention. From a few programs in major urban areas a decade ago, there are now more than a thousand magnet schools in large, medium, and small school districts across the nation. While varying in scope, design, and outcome, magnet school programs share important objectives: promotion of educational excellence, equality of educational opportunity, and student and parental choice. Although no single method of organizing school systems will resolve all education problems or is suitable for all students, magnet schools have gained importance in efforts aimed at preventing, eliminating, or reducing racial isolation in our elementary and secondary schools.

MAGNET SCHOOL CONCEPT

While adhering to state standards for the core curriculum required for graduation, magnet schools offer specialized and innovative instructional approaches to attract students of different racial, ethnic, and socio-economic backgrounds. They include educational programs and services that are either the focus of an entire school (dedicated magnets) or are offered as part of a school's standard curriculum (mini-magnets). With respect to enrollment policy, a magnet school can be opened to all students in a school system (e.g., citywide magnet) or restricted by attendance area.

A variety of educational programs and methods are used in magnet schools, in conjunction with the core curriculum. Some magnets focus on a special learning environment, such as "open education," accelerated learning, or individualized continuous progress to meet special or unique needs of students. Most magnet schools emphasize core academic subjects, but offer a distinctive theme-based curriculum that attracts students based on their interests. The overriding premise of magnet schools is that no single educational curriculum or instructional method is definitive for all students; therefore, parents and students may benefit from a range of choices in meeting their diverse educational needs. Students in a magnet school can pursue individual interests, while completing core curriculum requirements for graduation.

USE OF MAGNET SCHOOLS

The establishment of magnet schools introduced a voluntary component to desegregation plans that had previously relied exclusively on compulsory strategies, such as busing students across attendance zones and pairing of schools. Federal courts began to approve desegregation plans that relied on, or incorporated, the use of magnet schools to achieve greater racial balance in formerly segregated school systems. State and local school administrators joined in the effort to attract students to magnet schools as an alternative to mandatory student assignment. In addition, some school systems, not under a legal obligation to desegregate, elected to establish magnet schools to counteract student racial isolation resulting from segregated housing patterns or other demographic factors. Interest in magnet schools also has paralleled the recent national reexamination of public education and subsequent local school reform activities. These efforts have concentrated on the following objectives: attaining educational excellence; improving the quality of instruction in core academic subjects; offering educational choice and diversity; renewing participation of parents in educational decisions; and restoring confidence in public schools.

DIVERSITY OF MAGNET SCHOOL PROGRAMS

Since magnet schools are part of the dynamic educational process, they are subject to constant change. Today, magnet schools feature diverse curricula, instructional approaches, and services that allow parents and students in communities with magnet programs to select a school that meets their educational goals and special needs.

The examples of magnet school programs described below are broadly representative of those programs that have been or are now operating in many school districts throughout the United States. However, some of the examples, such as the child-care program described under the Extended Day program, would not meet the requirements for funding under the Federal assistance program for magnet schools described below.

MAGNET SCHOOL PROGRAMS
Elementary Schools

Basic Science and Technology

In this program, the focus is on science and technology education. While basic skills are emphasized, students are exposed to scientific themes in all their academic and enrichment areas. The facilities at the school include aquariums, a planetarium, greenhouse, satellite dish, and computer communications capabilities. After-school activities and summer programs reinforce students' interest in science. There is substantial participation by the higher education and business community in the program.

Classical/Traditional Academy

This highly structured program is offered in an environment that stresses disciplined behavior, dress codes, and punctuality. The program concentrates on excellence in reading and writing, along with special emphasis on mathematics and science. There is rigorous teaching of spelling, listening, and studying skills. The classics in literature are emphasized at all grade levels.

Communication Arts

The program uses high technology equipment as a vehicle for improving reading, writing, speaking, and listening skills. Students use a television studio for long-range class projects involving script writing and television shows that are broadcast throughout the school. Multi-media centers are located in each classroom. Students receive instruction in using the computer in communication arts skills.

Environmental Center

Ecology is taught as part of the science, health, safety, and social studies classes, in coordination with art, reading, and language arts. An environmental laboratory and greenhouse support the curriculum by providing activities for students to address man and his environment.

Extended Day

An assortment of early morning and after-school enrichment activities are offered to children of working parents as an alternative to non-educational child care. In this program, the participating schools are located near high employment areas

or along major traffic routes. The program offers computer labs and homework centers, activities in arts and crafts, recreation, music, dance, and sewing and cooking.

French Foreign Language Immersion

Students start this program at kindergarten and by third grade can acquire a fluency in French comparable to native speaking children of the same age. The program extends to grade six. At the kindergarten and first grade levels, classes are taught entirely in French. English accounts for 25 percent of instruction time in grades 2 and 3. By grades 4 to 6, instruction is equally divided between French and English, with certain subject areas designated for each language.

High Technology

The computer is an integral part of the entire instructional program. In terms of the core curriculum, computer assisted instruction is available in reading, math, and creative writing. This magnet program also provides individualized computer science instruction, including keyboard skills and programming.

International Studies

This program is intended to increase students' awareness of other parts of the world while concurrently developing their basic reading, writing, and math skills. Students are introduced to history, geography, economics, and the culture of other countries through a number of creative methods. These methods include learning folk tales and stories; studying holidays of various countries; using the metric system; and attending lectures by foreign travellers. An important objective of the program is to make students aware of the many international careers that will be opened in the next century.

Research and Study Skills Center

Students undertake individual research projects in the humanities, arts, and sciences in a program that emphasizes self-motivation and study discipline. In the process, students use word processors, conduct computer searches, and use the facilities of libraries, colleges, and museums. Students use various media including film, videotape, photography -- when presenting the results of their research projects.

Science Magnet

The program is a "hands-on" approach to learning science that emphasizes reasoning, investigation and the scientific method. Students produce science newsletters to enhance reading and writing skills. Career education activities are incorporated to make students aware of the range of job choices in the science field.

Intermediate Schools

Future Technologies School

The premise of this program is that computers, robots, laser beams, and satellite dishes will be in the home and work place when students become adults. Accordingly, the school introduces these technologies to prepare students for the future.

Medical

The program is for students who are considering medicine and related sciences. Students visit community health agencies and interrelate with a variety of health professionals. An expanded school day includes a club period allowing students to explore special interest areas in the medical profession.

Telecommunications and Computer Technology

In this magnet program, instruction in the regular core curriculum is enhanced through the resources of the cable television network (satellite transmissions) along with an expanded computer capability. Videocassette materials are also used extensively. In addition to instructional use of these technologies, students receive a three-year sequential course in computer technology.

High Schools

Aerodynamics Academy

Students with an interest and aptitude in aviation learn to fly in a general aviation/flight training program. Specialized courses supplement the core curriculum and include navigation, meteorology, theory of flight, aircraft design, hydraulic systems, and assembly of wood and metal structures.

Foreign Language Academy

This program offers foreign languages beyond the traditional choices. Students may enroll in Mandarin Chinese, Cantonese Chinese, Hebrew, Latin, German, Russian, or English as a second language. Two language laboratories, closed circuit and cable television, a language videotaping center, club activities, and field trips complement the learning of the language and the culture.

Health Care

This health science magnet emphasizes broad-based preparation for future health-related careers. The school has close curricular links with a nearby medical college. Students have opportunities to work in hospitals and health centers as part of their studies. The first year is the most structured, with all students taking common core subjects. The skilled training later received makes employment possible in a health-related field for graduates not electing further education.

Petrochemical Careers Institute

Students work with petrochemical engineers and refinery technicians. A working model of a refinery is used in the classroom and is followed with hands-on work experience. Students are offered chemical laboratory technology, instrumentation/process operations, and mechanical technology. The program satisfies core curriculum requirements and provides college preparation as well as the kind of job experience that leads to direct employment.

School of Communications

This magnet offers hands-on experience in television, radio, and the print media. The state-required core curriculum is supplemented by intensive instruction in the technical side of media production, script writing, and live broadcasting.

University High School

This four year program provides intense, comprehensive preparation for college. Students are expected to master the major academic competencies identified by the College Board as required for success in postsecondary education. Students select a "major" and a related internship is required. The program emphasizes student participation in small tutorial groups and seminars, some conducted by visiting college professors. Students explore various aspects of college life, and receive training in key study and communication skills in preparation for college level work and career decisions. There are opportunities for students to receive college credit for course work, including advanced placement courses.

Visual and Performing Arts

This program is designed for the artistically talented. Students participate and, eventually, major in one of the following areas: visual arts (painting, sculpture, graphic arts, architecture); dance (ballet, tap, modern jazz); music (instrumental and vocal); theatre (performing, technical, management, criticism); or television/radio production (performance and technical). State-of-the-art technology and facilities support the program, which includes a complete television and recording studio, art gallery, and a computer/ laboratory for graphic art and advertising. Students study with professional artists, dancers, musicians, directors, and radio/television personalities. The program provides a strong academic background in all core subjects and is designed to prepare students for further professional study and career options in the arts.

STATE MAGNET PROGRAMS

Besides individual school districts, several states have established magnet schools. For example, one state supports four regional magnet high schools for gifted students and students who are dissatisfied with programs offered in their local school systems. At least three states are now operating public residential high schools for students with high abilities in mathematics, science, and the arts.

In one such school, students can choose from structured courses, such as microbiology and astrophysics, or they can design their own one-on-one tutorials. Students also are encouraged to work with researchers at nearby universities and high technology firms. This school also has set up programs to improve statewide science-mathematics teaching, offering its faculty members as consultants to other public schools.

EFFECTIVENESS OF MAGNET SCHOOLS

There have been few comprehensive evaluations of the effectiveness of magnet schools. The majority of the research conducted has focused on general descriptions of individual magnet schools and comparisons of selected magnet programs. However, more empirical and refined research is being done to assess the operation and results of magnet schools.

The Department of Education has funded two studies to assess the effects of magnet programs on school desegregation. These studies are notable since they are among the few which have looked at magnet schools on a national basis.

The first study* found that magnet schools have a positive effect on district-wide desegregation under certain conditions. These include a strong policy commitment on the part of local school officials to the magnet school concept and to effective implementation of a desegregation program. School districts showing the most desegregation progress used magnets along with other desegregation techniques. The research findings also reported that magnet schools helped reduce community conflict concerning desegregation in over half of the school districts studied. In other districts, magnet schools worked towards anticipating and preventing conflict.

The second study** also determined the significant contributions magnet programs can make in promoting school desegregation. The study compared comprehensive voluntary desegregation plans that relied primarily on magnet schools (most of the plans also contained some mandatory student reassignment) with mandatory desegregation plans (each of these plans also contained some magnet schools). The study found that the voluntary plans relying heavily on magnet schools desegregated school districts more effectively than mandatory plans over the long term. Further more, the reduction in student racial isolation tended to continue each year after the initial implementation of the magnet program.

Some smaller studies have focused on the relationship among students in magnet schools. The findings support the concept that magnet programs with high education quality tend to promote positive interracial interaction and understanding. Also, students in magnet schools tend to develop interracial friendships.

EDUCATIONAL-RELATED ACCOMPLISHMENTS

Magnet programs offer the prospect of significant improvements and accomplishments related to the education process.

Quality Education - A principal conclusion of one national study is that magnet schools provide high quality education. One-third of the magnet schools in the study were rated highly on all of the following educational measures: instruction, curriculum, student-teacher interaction, student learning opportunities, and use of resources. Most of the other magnet schools in the sample were rated highly on some of these factors. These achievements with regard to the quality of the educational experience were unrelated to a magnet school's size, program theme, or organization (dedicated or mini-magnet).

*Blank, R.K., Dentler, R.A., Baltzell, D.C., and Chabotar K. Survey of Magnet Schools: Analyzing a Model for Quality Intergrated Education. Chicago: James H. Lowry and Associates. September 1983.

** Rossell, C.H. and Clarke, R.C. the Carrot or the Stick in School Desegregation Policy? Report to the U.S. Department of Education, Washington, D.C. (March 1987).

Nor did high quality education require selective admission of students. (The magnet schools were serving average as well as high ability students.) This study identified three building-level factors to be consistently related to high quality education: an innovative principal who exerts strong leadership in motivating staff and students and in developing curriculum; high coherence of the magnet theme, curriculum, teaching methods and staff capabilities, resulting in a strong program identity; and some flexibility with respect to application of the district's administrative rules and procedures.

Student Achievement - Improvement of reading and math test scores also has been linked with magnet schools. In one of the national studies, 80 percent of the magnet schools reported test scores above their district averages. More than 40 percent of these schools produced average test scores that were at least 10 points higher than their district averages. In 20 percent of the magnet schools, test scores were more than 30 points higher than district averages. A number of studies not only show improvement in test scores but also reflect a reduction in the number of students scoring below grade level, for minority as well as non-minority students. Several studies attribute these improvements to the use of the special curriculum and additional resources provided by magnet schools.

School Attendance and Discipline - Higher average daily attendance rates have been reported for magnet schools. Student dropout, suspension, and school transfer rates also have been reported lower than district averages in comparable non-magnet schools.

One school district reported a 36 percent reduction in school vandalism since the introduction of its magnet program. Some data are indicating a reduction in violence in magnet schools, including magnet schools specifically designed to attract delinquent or disruptive students. The research also relates these results to the voluntary enrollment and unique characteristics of magnet schools.

Student Satisfaction - One study reported that when students attend magnet schools for at least a three-year period, there is an increase in their self-esteem and in overall school satisfaction relative to students who attend non-magnet schools. Studies also are reporting significant increases in the number of students in magnet schools who participate in extracurricular activities, as compared with students who attend non-magnet schools.

Parent Participation - In the few studies where this has been considered, the participation of parents of magnet school students was higher than for parents of other students.

Teacher Expectations and Performance - The most recent research reports that teacher expectations of students in magnet schools are not affected by the student's race. This is in contrast with previous attitudinal studies that indicated teachers expected less of minority students. There is some evidence that magnet schools can be a means for renewing teacher interests and motivation through establishment of a common academic goal and interdisciplinary curriculum planning. Also, there is evidence of greater job satisfaction on the part of magnet school teachers.

Educational Diversity and Choice - Magnet school programs are successful in offering educational diversity and choice. Research has related these factors to achievement of educational excellence. Also, many case studies of magnet schools show that providing diversity and choice accounts, in large part, for the attraction of magnet schools for students and parents.

Perceptions of Public Schools - Many magnet schools are having a positive effect in reducing enrollment decline of their school districts. In some cases, magnet schools have not only stemmed the flow of students to private schools but also have succeeded in attracting large numbers of students back to the public school system. In one reported school system, with a long history of racial turmoil, 4,000 students returned to the public schools during a three year-period, which corresponded to the district's institution of a magnet school program. The existence of magnet schools also may challenge other schools to improve the quality of their instructional programs, which appears to be related to competition among schools for students.

Magnet schools have slightly higher average costs per pupil than non-magnet schools according to one reported research study. Magnet schools with specific single themes (e.g., arts or science) had lower costs than combination magnets with two or more themes. Costs declined for magnet schools at all levels after the startup years. The items on which magnet schools continued to spend more money than non-magnet schools were teacher salaries (teachers in magnet schools tend to have more years of experience) and student transportation. Also, this study concluded that school districts that made the commitment to cover the extra costs benefited by attaining increased quality education and student desegregation.

COMMUNITY-RELATED ACCOMPLISHMENTS

Community Confidence - Effective magnet schools can help increase community confidence in public education. In many instances where the magnet program has carried out its objectives, public support for the school district has increased substantially.

Citizen Participation - Some case studies of magnet schools indicate that their establishment has resulted in larger citizen participation in the education process. This support varies but often includes participation in program design or curriculum development and volunteer work at the school sites (e.g., teacher aides).

Partnership Programs - Through magnet school programs, the private sector is encouraged to participate in public education in new ways. Partnerships have been formed between magnet schools and business and industry, labor unions, colleges and universities, and creative arts groups. Some Adopt-A-School programs pair individual schools with these organizations. In turn, these organizations assist in the development of curricula and the provision of resources (including the loan of facilities, equipment, and personnel) for learning. In one school district, there are more than 40 such partnerships. In another district, businesses are paired with specific magnet schools to provide a hands on approach to academic programs, while labor organizations have developed vocational, technical, and trade programs.

FINANCIAL SUPPORT FOR MAGNET SCHOOLS

The Magnet Schools Assistance Program (MSAP) provides Federal financial assistance to plan, establish, and operate magnet schools that offer a special curriculum capable of attracting substantial numbers of students of different racial backgrounds. A local education agency (LEA) is eligible to receive assistance under MSAP if it is implementing a desegregation plan required under a court order or State-Agency order or implementing a desgregation plan approved by or required by OCR. The MSAP program is administered by the Department of Education's Office of Elementary and Secondary Education.

Grants to school districts are authorized to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools; and to strengthen academic and vocational education skills of students attending magnet schools. Funds may be used for planning, promotion activities, teacher salaries, and the acquisition of books, materials, and equipment (including computers). Funds may not be used for activities that do not augment academic improvement. In addition to programmatic selection criteria, under the law, special consideration is given to the recentness of the implementation of an applicant's desegregation plan; proportion of minority children involved in the plan; cost or difficulty of carrying out the plan; and extent to which the purposes of MSAP, including the prevention, elimination, or reduction of racial isolation are attainable. Under the 1988 reauthorizing legislation, special consideration must also be given to projects that involve collaboration with

colleges and universities, community organizations, the appropriate state education agency or other private organizations.

Grants under MSAP are awarded on a competitive basis. School districts receive one-year awards and may apply for second-year continuation grants. These are approved if the school district is making satisfactory progress toward achieving the purposes of the program. An eligible district may receive no more than $4 million in any one fiscal year.

The MSAP defines "special curriculum" as a course of study offered to students in the magnet school program that embraces a subject matter or teaching methodology that is not generally offered to students of the same age or grade level in the same LEA. The special curricular themes and learning environments that MSAP grants have made possible for children attending magnet schools are listed below.

MAGNET CURRICULAR THEMES AND LEARNING ENVIROMENTS SUPPORTED UNDER THE MAGNET SCHOOLS ASSISTANCE PROGRAM

1. Academics and Athletics Academy
2. Academic Acceleration
3. Academy of Academics and Arts
4. Agribusiness
5. Alternative Education
6. Basic Option
7. Business and Commerce
8. Business and Management
9. Business and Technical Careers
10. Career Awareness

11. Center for Humanities
12. Center for Performing Arts
13. Classical Greek
14. College Preparation
15. Communications Management
16. Communications Techniques
17. Communications (Print and Broadcast)
18. Computer Science
19. Computer Technology
20. Creative Arts
21. Creative Dramatics
22. Cultural Arts
23. Early Childhood Education
24. Ecology and Energy
25. Education and Social Science
26. Engineering
27. Environmental Education/Outdoor Education
28. Environmental Science
29. Expressive and Receptive Arts
30. Fine Arts
31. Foreign Language Immersion
32. Fundamental Magnet School
33. Future Studies
34. Gifted and Talented
35. Global Education
36. Graphic Arts
37. Health Professions Center
38. High Intensity Learning
39. High Technology
40. Honors Arts
41. Horticulture
42. IGE (Individually Guided Education)
43. Intellectually Gifted
44. International Studies
45. Latin Grammar

46. Law and Government
47. Law-related Education
48. Liberal Arts
49. Literary Arts
50. Machine Trades and Robotics
51. Marine Science
52. Math/Science
53. Medical Science and Mathematics
54. Military Academy
55. Montessori Option
56. Multicultural School
57. Music and Multi-Arts
58. Natural and Biological Sciences
59. Navy Junior ROTC
60. Open Classroom Concept
61. Performing and Visual Arts
62. Pre-engineering
63. Professional Careers Exploration
64. Science and Technology
65. Structure of the Intellect
66. Telecommunications
67. Total School Enrichment
68. Traditional School
69. TV and Radio Production
70. Vocational Education
71. Writing

OFFICE FOR CIVIL RIGHTS

The Department of Education's Office for Civil Rights (OCR) reviews applications for funds under MSAP to determine whether an applicant district has established eligibility based on its desegregation plan and whether the district is likely to meet its civil rights assurances.

Desegregation Plan Eligibility - An applicant must have an approved desegregation plan containing a magnet school component. This plan may be required or ordered by a federal or state court or state agency. The plan may also be approved or required by OCR. To determine whether the magnet school component of a plan approved or required by it is acceptable under MSAP, OCR must determine whether the magnet school component has been or will be effective in reducing, preventing, or eliminating minority-group isolation. In approving a magnet school component, OCR must determine that this magnet school component has been or will be effective in reducing, preventing, or eliminating minority group isolation.

Civil Rights Assurances - An applicant must provide assurances that it will not engage in discrimination based on race, color, national origin, religion, handicap, or sex in the hiring, promotion, or assignment of employees; in the mandatory assignment of students to schools or courses of instruction; and in extracurricular student activities.

OCR must determine whether these assurances will be met. This determination is based on a review of the applicant's record of compliance with the appropriate Federal nondiscrimination laws. Information from other Federal, state, or local civil rights agencies is considered along with information gathered by OCR.

Information about MSAP can be obtained by writing to the U.S. Department of Education, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

For additional information about the civil rights requirements under MSAP or for other assistance related to civil rights, the OCR regional office that serves your state or territory should be contacted. The addresses and telephone numbers of the regional civil rights offices are listed below.

U. S. DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS
REGIONAL CIVIL RIGHTS OFFICES

REGION I
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region I
John W. McCormack Post Office & Courthouse Building, Room 222,
Boston, MA 02109-4557
(617)223-9662 TDD (617) 223-9695

REGION II
New Jersey, New York, Puerto Rico, Virgin Islands
Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region II
26 Federal Plaza, 33rd Floor,
Room 33-130
New York, NY 10278-0082
(212) 264-4633 TDD (212) 264-9464

REGION III
Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia
Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region III
3535 Market Street, Room 6300
Philadelphia, PA 19104-3326
(215) 596-6787 TDD (215) 596-6794

REGION IV
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region IV
101 Marietta Tower - 27th Floor,
Suite 2702
Mail To: P.O. Box 2048
Atlanta, Georgia 30301-2048
(404) 331-2954 TDD (404) 331-7816

REGION V
Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin
Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region V
401 South State Street - 7th Floor, Room 700C
Chicago, IL 60605-1202
(312) 886-3456 TDD (312) 353-2541

REGION VI
Arkansas, Louisiana, New Mexico, Okiahoma, Texas
Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region VI
1200 Main Tower Building, Suite 2260
Dallas, TX 75202-9998
(214) 767-3959 TDD (214) 767-3639

REGION VII
Iowa, Kansas, Missouri, Nebraska
Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region VII
P.O. Box 90138
110220 N. Executive Hills Blvd., 8th Floor
Kansas City, MO 64190-1381
(816) 891-8026

REGION VIII
Colorado, Montana, North Dakota, South Dakota,
Utah, Wyoming
Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region VIII
1961 Stout Street, Room 342
Denver, CO 80294-3608
(303) 844-5695 TDD (303) 844-3417

REGION IX
Arizona, California, Hawaii, Nevada Guam, American Samoa,
Trust Territory of the Pacific Islands
Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region IX
221 Main Street, 10th Floor, Suite 1020
San Francisco, CA 94105-1925
(415) 227-8040 TDD (415) 227-8124

REGION X
Alaska, Idaho, Oregon, Washington
Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region X
Mail Code 10-9010915 Second Avenue,
Room 3310 Seattle, WA 98174-1099
(206) 442-6811 TDD (206) 442-4542